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graduated before three hospital openings came to me, one from my own hospital, to remain as instructor of nurses, one through Dr. Augusta Pope and Mrs. Hobson, who at that time was one of the managers of the Bellevue Training School, and one from the New Haven Hospital. The call from Bellevue was for a night superintendent in their training school, some months younger than our own. This I accepted, engaging to remain one year. At the expiration of my year there I was asked to go to Boston to take charge of the school at the Massachusetts General Hospital. I accepted this call and so it came about that this first American Training School for Nurses gave to the Bellevue Training School its first graduate superintendent of night duty, and to the Massachusetts General Hospital Training School, its first graduate superintendent of nurses, and this not because of any particular ability or merit possessed by me, but because I was the only available person in both instances. When one looks backward over all the years when so much has been accomplished and thinks of the many facilities at hand now to make the training for nurses the very best possible, when we feel that all and even more than all these are only necessities, and then compare the present with the very beginning, when there was literally nothing but the determined class of pupils, with a little, frail, retiring woman loaded with the cares of the hospital and all its patients, the young doctors to instruct, the nurses to train and all this in addition to her own private practice, we wonder how she, in the face of all the difficulties, could have so successfully laid such a firm foundation. It was well laid. It has stood the storms of years. It stands firmly planted today. She surely made bricks without straw, but they show not the least sign of decay. They will be perfect long after we have passed away. Let us not forget to give honor to the founder.

RECENT DEVELOPMENTS IN THE PRELIMINARY COURSE¹

By CLARA D. NOYES, R.N.

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In looking through the early reports of the American Society of Superintendents of Training Schools, now the National League of Nursing Education, I noted in that of the year 1900, some fifteen years ago, reports from schools from all parts of the country, including Canada, showed a readjustment of the curriculum to the extension of the course from two to three years, then an innovation. It is rather

¹ Read at a meeting of the New York State League for Nursing Education, New York City, October 19, 1915.

interesting to observe that not a single one of these reports makes any mention of the utilization of any part of this additional time for preparatory or preliminary work. This is not surprising, as I am sure this sudden extension of the course of training from two to three years, affording an opportunity to give more time to classes and lectures and to increase the subjects or, at least, the hours for subjects, which had been compressed into two years, must have lifted a very heavy burden from the shoulders of the harassed superintendents of these schools.

The plan for a preliminary course was evidently taking shape in the brain of at least one principal of a school for nurses for, in 1901, the Johns Hopkins Hospital Training School for Nurses at Baltimore, of which Adelaide Nutting, now the director of the Department of Nursing and Health at Teachers College, was the superintendent organized a six-months' course. Says Miss Nutting in part in her report to the U. S. Bureau of Education:

The course as originally outlined here covered a period of six months, and provided instruction in the fundamental sciences which underlie the art of nursing, such as anatomy and physiology, bacteriology and chemistry, materia medica, hygiene, dietetics (with laboratory work in cookery), housewifery, sterilization and disinfection, and the elementary principles and procedures in nursing. It was realized that a few months spent in preparation of this nature would enable the student to enter the ward and begin the practical care of patients and the study of disease under conditions favorable alike to educational growth and to the safety and welfare of her patients.

Instead of being the unskilled performer of successive acts, the meaning and purpose of which she was frequently entirely unable to comprehend, the student could approach her practical work prepared in some small degree, at least, to profit immediately by the opportunities offered, and to avoid the errors, the losses through ignorance and ill-directed effort, and the period of distressing mental confusion through which almost all conscientious student nurses passed when trained under the older system, which placed them at a very early stage of their training at the bedside of the patient, entirely unprepared and unfortified.

The report of this same department, in the year 1905, showed that 43 training schools in various parts of the country had established similar preparatory courses.

In 1911, we find from statistics gathered by the Educational Committee of the American Society of Superintendents of Training Schools, 86 schools had established preliminary courses. That such courses have increased quite generally since that time would be quite safe to assume. I regret, however, that I have not been able to collect figures that would give us definite information on this subject. That the underlying principles of this plan of preliminary teaching are sound

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is evidenced by the fact that at least one State Department of Education (and I believe, two others) have approved of it and one, that of New York State, has stated in its requirements for registration of schools, that such schools of nursing must be prepared to give a preliminary course of instruction of not less than four months, during which term the pupils receive the theoretical and practical instruction necessary before undertaking any actual nursing in the wards.

In 1911, from the statistics to which I have already referred, the courses varied in length according to the table:

1 college year.....	1
6 months.....	11
4 months.....	7
3 months.....	34
2 months.....	23
6 weeks or under.....	10

If we were to canvass these same 86 schools, I imagine we would find very little difference, as far as length of course is concerned, except in those schools giving a six weeks' and two months' course. I believe that a very distinct effort has been made to lengthen these shorter courses. Furthermore, I believe that we would find very little difference in the curriculum, as far as subjects are concerned, but I do believe, from what I have been able to gather from a general inquiry, that we would find three very gradual but definite changes taking place in our preliminary courses: in the method of teaching and thoroughness of instruction; in the time devoted to teaching the various subjects; in the release of the pupil as a definite member of the ward staff.

In returning to the first heading, "The method of teaching and thoroughness of instruction," there seems to be no question but that each year sees more attention given to this aspect of the preliminary course. The properly prepared nurse instructor is greatly in demand. Teachers College has no difficulty in placing its graduates long before they complete their course and could probably place many more. The demand is quite insistent from all parts of the country and from schools large and small. In the report of the Committee on Nursing and Health, published in the 1914 report of the National League of Nursing Education, 22 requests for instructors were noted.

The effort made to secure better class and demonstration rooms, proper teaching equipment and laboratory facilities, has resulted in more thorough and detailed instruction. In order to do careful teaching, a teacher must have suitable apparatus and facilities for teaching.

Small schools are frequently taxed to their utmost to secure such opportunities, but nothing seems impossible. One of the most thorough courses in invalid cookery that I have ever seen given was accomplished with one small gas stove in a tiny ward kitchenette. Small schools and, for that matter, large ones, too frequently overlook facilities and material for teaching which lie directly beneath the eyes of those in authority.

The nurse instructor seems to be replacing, very largely, except in purely medical subjects, the physician. For instance, chemistry, hygiene, materia medica, anatomy and physiology, urinary analysis and bacteriology are now being quite generally taught by the nurse instructor. Although I was sent, quite recently, a curriculum by a school asking affiliation, in which one lecture in ethics of nursing was scheduled and that to be given by a physician, we have found it quite impossible, of late, in the school which I represent, to publish our curriculum in detail. The work does not stay "put." Each year seems to see the necessity for more detailed instruction and a re-arrangement of the subject.

This leads me to the second heading: "The time devoted to teaching the various subjects." The plan, as outlined in the curriculum presented by the Education Committee of the National League at their annual convention in 1914, reducing to hours the theoretical instruction, I am convinced startled a large number of superintendents of schools of nursing into a careful consideration of the theoretical work and its relation to the practical work given in their schools. I know its effect upon one school and the results obtained by a careful comparison with that which was recommended. I know that chemistry was added to the curriculum and a proper laboratory equipment was secured. I know that the number of hours devoted to the usual preliminary subjects, anatomy and physiology, drugs and solutions, hygiene, bacteriology, ethics and practical nursing was increased. In order to do this, the hours of practical work in the wards were decreased. If this was the result in one school, probably as salutary an effect has been felt in other schools. It had been found by many schools, especially with the three and four months' preliminary course, quite impossible to complete the work in all subjects during that time. Several subjects, such as materia medica, dietetics, anatomy and physiology, nursing and ethics are continued through the second half of the first year, while ethics, history of nursing, practical nursing and advanced dietetics are carried, with good results, into the third year.

In order to give the careful and detailed attention to teaching which has seemed to be one of the most marked developments observed in

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a consideration of preliminary courses, three very important points have needed to be considered, viz: first, properly prepared pupils to teach; second, time for teaching; third, time for study.

In New York State, at least, the minimum educational entrance requirement has been secured by law. The superintendent has been supported by the strong arm of this enactment. That it is too low, we will admit, but it is just and it has unquestionably raised the standards in schools of nursing, not only in this state, but quite generally throughout the United States. It has not only brought better applicants to our schools, but more of them, we are not hearing so much about the "dearth of applicants," as we did one or more years ago. As a matter of interest I append a table showing preliminary education of a group of thirty young women who entered Bellevue Training School September 1.

Complete or partial college course.....	6
Complete or partial normal course.....	2
Complete high school.....	10
Three years high school.....	3
Two and one-half years high school.....	1
Two years high school.....	4
One year high school.....	2
Private school.....	2
<hr/>	
Total.....	30

It is very disappointing that some of those with a college degree or a high school diploma or normal school training showed very serious defects in preliminary education, which was demonstrated by inability to spell many of the commoner words such as "separate" and "exaggerate" correctly, while a simple word like "early" was spelled "earlie," and "speech," "speach."

But it is not with the methods of teaching in our secondary schools and colleges that we are concerning ourselves. After all is said and done, we must depend upon the high school for our material, as we certainly have no better educational foundation at present upon which we can superimpose our nurse education. Given, therefore, the pupil who meets our requirements, as far as possible, in mind, body and heart, we must have time in which to teach her the fundamental principles of nursing and this we tried to do, and many others are trying to do it now, in a six or eight hour working day in the ward, and cramming three or four hours daily in theoretical instruction in the class room. This has not seemed to work out efficiently and quite naturally and gradually the hours in the ward have been reduced, until in some schools

the pupil does not go to the ward at all during the first two or three weeks, or even longer.

May I again refer to my own personal experience and give our plan of practical work during this period?

First week: Consideration in class of all rules and regulations governing the residence. Excursions to all parts of the hospital, in order to familiarize the pupil with the location of various departments. Classes in bedmaking, dusting and care of bed rooms. Assignment of lessons, etc.

Following the first week, pupils may be sent to wards for practice work. At no time during the entire preliminary course is the pupil considered as a definite part of the ward staff, although she may spend two hours or more on certain days in the ward or in related departments.

A definite plan appended, has been adopted, whereby the pupil, from the moment of entrance, gains an insight into the administrative side of the hospital and acquires a knowledge of its purposes and resources.

1. *The bureau of information*, where she learns the problem of answering inquiries, of visiting hours, etc.

2. *Admitting baths*, where the detail of the admission of patients is taught; care of property and clothing.

3. *Surgical supply room*, where she assists with the making of dressings; giving out of supplies, etc.

4. *Laundry*, not fully developed.

5. *Crematory*, for destruction of waste.

6. *Social service department*, two weeks.

The time spent in each department varies according to the size of the class, but each pupil is given some experience in each, but always two weeks in the Social Service, although the time spent each day may not be more than two hours.

In order that the teaching may bring the best results, there must be time for study, and this study should be supervised. A definite supervised study hour should be arranged. Collateral reading should also have proper direction. A well selected technical library should be provided, if possible, in a separate room.

In making these few fragmentary observations, I realize that I have not contributed very much information concerning progress or development of the preliminary course. I had hoped to make some special inquiries among the smaller and special hospital schools, for I am convinced that very little is being done to give the pupil thorough elementary nursing instruction by means of the preliminary course in many schools. The old method of filling vacancies as they occur

in the pupil staff still prevails quite generally, which increases the difficulty. I am sure the problem is a difficult one for these schools and I am not prepared to offer suggestions for its solution. I am, however, deeply concerned with them and about them. My familiarity with the pupils from over forty schools which are affiliating with Bellevue and Allied Hospitals and innumerable post graduates and even graduate nurses, leads me to believe that very serious neglect of the proper elementary instruction does exist. It is demonstrated in a thousand ways: lack of proper ethical understanding, careless nursing methods and, many times, total lack of familiarity with the simplest procedures, such as pulse taking and temperature readings, making of solutions and administration of drugs and hypodermics, accompanied by untidy and slovenly habits in work and elsewhere.

I am amazed when I contemplate the effort made to secure additional experience by post graduate work or affiliations, the perfect willingness to spare pupils for nine or ten months, or even their entire second year, to send them long distances, to pay their traveling expenses and the very definite desire to coöperate, especially during the first year's work, in theory, to conform to that given in our schools. All this shows a compelling force at work, an aroused sense of justice to pupil and patient and an awakened consciousness of neglected responsibilities.

HOW SANTA FOUND THE CHANGSHA CHILDREN

BY ALFRED C. REED, M.D.

Changsha, China

The children were all there. There was no doubt of that. They did not look exactly like other children in other parts of the world but their faces were just as bright and their eyes were just as wide and their hearts palpitated just as hard as the faces, and the eyes and the hearts of little American folks who at that same hour were also looking for Santa away off beyond the wide Pacific. Yes, their breathless expectancy was just as it should have been and was, perhaps, a little greater, because they had never seen or heard of Santa before and were drinking in with pathetic eagerness all that the speaker was saying about the first Christmas, also in an oriental land, and about the little children there who also had never seen a Christmas before and did not know what it was to mean.

They listened intently to the old sweet story, and then the speaker began to tell about the Christmas spirit and how all over the world